Staff Development

Staff Development Calendar

September 1987 - June 1988

Alberta
SOCIAL SERVICES

STAFF DEVELOPMENT
CALENDAR
SEPT 1987-JUNE 1988

STAFF DEVELOPMENT - GENERAL INFORMATION

STAFF DEVELOPMENT CONSULTING SERVICES

MANAGEMENT DEVELOPMENT

SUPERVISORY DEVELOPMENT

DELIVERY OF SERVICES

DELIVERY OF SERVICES (continued)

NATIVE AWARENESS

OFFICE ADMINISTRATION

COMMUNICATION SKILLS

SPECIAL PROGRAMS

SELF INSTRUCTIONAL PROGRAMS

INFORMATION AND REFERRAL

CAREER DEVELOPMENT

EXTENDED FACULTY

APPENDICIES

Staff Development - General Information

Staff
Development -
General
Information

GENERAL INFORMATION

INTRODUCTION: THE APPROACH TO
TRAINING AND DEVELOPMENT

Alberta Social Services is a
dynamic organization, continually
evolving in response to economic,
technological, political and social
In this context, there is
a strong and ongoing need for
training and development to help
staff manage change in their work
environment and to ensure they have
the skills, knowledge and
perspectives to deliver services
effectively and efficiently and in
accordance with Department
directions.

The emphasis in this calendar is on
training and development services
available and delivered in-house.
The in-house focus enables training
to be tailored to specific job
performance requirements. It
facilitates greater responsiveness
to organizational needs and
priorities. It results in more
effective and consistent
communication of organizational
directions, values and norms,
thereby ensuring the development of
an esprit de corps and an
enhancement of service delivery.
Further, it develops internal staff
supports, networks and an
environment of learning from each
other.

Meeting training and development
requirements of the Department
within current budget and time
constraints requires a range of
strategies. In response to
individual training needs, this
calendar offers formal, scheduled
courses, self-instructional
packages, the tailoring of existing
courses to specific worksites or
work groups, the availability of
many courses on a request basis
with regional delivery and

flexibility in the required numbers
of participants, consultation on a
range of training areas, the loan
of audio-visual resources, and the
use of a Resource Centre at Staff
Development. More attention is
given to consulting services to
assist work groups in developing
and improving their capacities to
attain their goals and manage the
changing work environment.

Management Development will be
given increased emphasis in
Department. At the time of
publication of this calendar a
special working group has been
given the mandate to develop and
implement a comprehensive
Department-wide management
development program. Further
information will be published as
the work of this group progresses.
For the interim, the calendar
describes workshops available in
child welfare and child care
supervisory training and references
PAO management courses endorsed by
the Department.

In addition, there are a number of
other training and development
initiatives underway or
being planned. These include:
income security training; revisions
to the course on child sexual
abuse; foster care and adoptions;
enhanced legal training;
negotiating skills; working in a
multi-cultural environment and
operating computers and PROFS.
Announcements will be made
throughout the training year as
such programs become available.

LEARNING CONTRACT

The provision of training and
development opportunities which
enhance the knowledge, skills and
experiences within the Department
is the responsibility not only of
Staff Development, but also of

supervisors and managers. Use of the learning contract is encouraged as one means of identifying areas for professional development, selecting training and development activities, and applying new skills on the job. A sample of a learning contract has been included in Appendix A to assist you in maximizing the impact of training on the job.

HOW TO REGISTER

All courses are open to Alberta Social Services employees (see target group in each listing).

Scheduled Courses

For a number of the courses listed calendar, specific dates have been scheduled.

o The closing date for registration on courses scheduled from September , 1987 to December, 1987 is September 1st, 1987 or 22 working days prior to the course if it occurs before October 19, 1987.
o The closing date for registration on courses scheduled from January to June, 1988 is November 20, 1987.
o The Regional Staff Development Coordinator (RSDC) or regional personnel officer is responsible for the coordination, including registration, of all courses delivered in a region.
o For personnel working in Corporate Office, registration should be made directly through Staff Development.
o Late registrations will be accepted on courses only when vacancies occur.

On-Request Training

Additional training programs for a worksite or region may be requested by worksite managers through the

RSDC or regional personnel officer, or for corporate personnel from Staff Development. Such requests should reach Staff Development at least two calendar months prior to the requested date for training.

Occupational Health and Safety Courses

The courses offered by Occupational Health and Safety, Alberta Social Services, are accessed through liaison officers in the regions and corporate office as listed in Appendix B.

Method of Registering

The PAO 63A is your method of officially registering for all courses. Please forward your completed PAO 63A to your supervisor/manager for approval. It will then be forwarded to the RSDC or regional personnel officer, or directly to Staff Development for corporate employees, through the normal approval process.

CANCELLATIONS

o Cancellations should be made in writing, to your Regional Staff Development Coordinator or regional personnel officer 25 working days prior to the program.
o Staff Development will accept cancellations from the regions or Corporate worksites up to 22 working days prior to course commencement.

Staff Development Consulting Services

STAFF DEVELOPMENT CONSULTING SERVICES

Staff Development offers a variety of consulting services to assist managers and employees to a) identify and acquire job-specific knowledge and skills needed for performance improvement and b) to enhance the efficiency and effectiveness of their work groups.

ENHANCING ORGANIZATIONAL EFFECTIVENESS

Staff Development consultants utilize organization development techniques to facilitate managers and their staff to bring about desired change. Desired change can result from individuals or groups identifying an existing problem, recognizing an opportunity for improvement or development, perceiving some future needs or simply feeling that "something isn't right". Consultation can assist in clarifying a problem or need for a change, determining required directions, developing alternative ways to proceed, implementing action plans, and considering the need for further action. Assistance is also provided to the process of addressing situations or issues; examples include communication, planning, problem solving, decision making, managing results or objectives and interpersonal/ intergroup cooperation.

The consulting approach of Staff Development is based on the premise that people must be committed to the process of change that will create their future. Those who will be affected by changes need to see them as worthwhile and beneficial. The consulting process reflects the belief that commitment is built by actively involving those who will be affected in the development and implementation of any learning strategies.

This type of consultation service can be effective in the following specific areas:

Change Strategies

Staff Development can assist managers and their staff to utilize change models to develop their own methods for coping with immediate change and strategies for more proactively anticipating and planning for changes in Departmental directions, programs and organizational structures.

Team Building

This involves activities designed to enhance the effectiveness of intact work groups. Activities may be related to tasks and the skills needed to accomplish them; the allocation of roles and duties; or to the nature and quality of relationships within the work team. Staff Development assists work teams to identify improvement goals for themselves and then facilitate workshops, team retreats or other group discussion and planning sessions to improve teamwork and output.

Resolving Conflict

Through Staff Development consultants, managers can identify and implement strategies for The conflict resolution, thereby minimizing intragroup or intergroup problems and enhancing working relationships.

Facilitating Planning

Consultants provide the role of objective facilitator to work groups in conducting a process to identify and reach consensus on goals, objectives and action plans.

4

Clarifying Roles and Relationships

Consultants can serve as facilitators
to enable managers and
units to discuss and resolve who does
what and with what authority
Especially in the context of
changes in program services
and organizational structures,
such activities can increase
commitments to team-made
reduce tensions and provide
a more harmonious and working
environment.

DIAGNOSING REQUIREMENTS FOR TRAINING

The decision to train may result in a
costly and time consuming venture in
terms of human resources. It is
therefore very important that supervisors
and managers make informed and cost
efficient decisions in this area. Staff
Development can provide assistance
through consultation and expert advise on
what training is required, what resources
are necessary to fulfill this training
and how best to accomplish it.
Assistance in this area could include one
or all of the following:

o Competency Profile: provides a
   listing of tasks and task elements
   required to perform a job.
o Task Analysis: identifies the
   competency level of both knowledge and
   skills required to perform a specific
   task.
o Performance Analysis: identifies
   skill deficiencies in the performance
   of a specific task or job.
o Learning Contracts: ensuring maximum
   benefits from identified training
   events.

ASSISTING WORKSITE TRAINING

In addition to training offered
through Staff Development, there is
frequently a need for regional and
corporate worksites or work groups to
develop and implement their own
unique workshops or on-the-job
training activities. Staff
Development can provide assistance to
individuals interested in planning
and conducting such learning events.
This support service could include a
review of training objectives and
design of appropriate training plans,
instructional techniques, and the
reinforcement of learning back on the
job.

Management Development

MANAGEMENT DEVELOPMENT

DESCRIPTION

Development has been
identified as a key element of the
Department's Human Resource development
strategy. A working group has been
approved by Executive Committee "to
develop and implement a comprehensive,
department wide management program".
This program will respond to the forces
of change in the department. It will
satisfy the department's immediate
management training needs and will be
closely interrelated to future strategic
directions, based on defined management
standards.

The working group will identify core
competencies for management training,
develop a training model based on a
logical and sequential delivery process,
produce required curriculum, and
propose the plan to Executive
Committee prior to implementation.
Information on the working group will be
available through supplementary releases.

In the interim, employees can access
"Orientation for Managers" and "Financial
Management" offered through PAO.

FINANCIAL MANAGEMENT

DESCRIPTION

This course offered by PAO outlines the
basic financial management process in the
Alberta Government. Participants will
identify the elements of financial
management and how it differs in the
private and public sectors. They will
learn how to apply the Financial
Administration Act, identify the
requirements and issues relating to
program budgeting, the budgetary process
and budgetary controls and become
knowledgeable of payment systems, coding
blocks, and reporting systems. Measures
and limitations of internal control and
systems to reduce the risk of fraud and
misappropriation will be discussed.

FOR WHOM

TRACK A - for managers who have
significant financial responsibilities
(ie. normally expenditure officers with
responsibility for a budget).

TRACK B - for people with limited
financial responsibilities who wish to
learn more about Alberta Government
financial systems.

WHEN OFFERED

Two-day workshop.
TRACK B
o October 14-15, 1987, Edmonton
o November 12-13, 1987, Edmonton
o February 3-4, 1988, Edmonton
TRACK A
o January 14-15, 1988, Edmonton

Standard nomination procedure for PAO
courses to be followed: nominations from
regions to RSDC or regional personnel
officer by August 21, 1987, nominations
for corporate office to Staff Development
by August 27, 1987.
Additional sections may be offered.

COST

$100.00 per participant.

ORIENTATION FOR MANAGERS

DESCRIPTION

This course offered by PAO acquaints
newly appointed managers with
centralized systems and resources
from which they can obtain additional
information or assistance. Areas
covered are: organization and
functions in Government;
decision-making in Government; and
Statutes, Regulations, and Orders in
Council. In addition, the following
topics will be discussed: Public
Affairs, Attorney General, Bureau of
Statistics, Financial Administration,
Role of the Auditor General, Public
Works, Supply and Services, Project
Management, Property Planning
Division, Property Management,
Information Services, Supply,
Management Personnel Systems,
Classification, Employee Relations,
Occupational Health and Safety,
Recruitment and Selection,
Organization Development Division,
and Personnel Planning and Career
Development. This is an information
sharing course and not an in-depth
study of any one area.

FOR WHOM

New managers appointed from outside
government who have been in their
positions from six months to one
year; new managers from within
government who may want to attend
portions of the program.

WHEN OFFERED

Three-day workshop;

o November 23-25, 1987, Edmonton

Standard nomination procedure for PAO
courses to followed; nominations from
regions to RSDC on regional personnel
officer by August 21, 1987,
nominations from Corporate office to
Staff Development by August 27, 1987.

Supervisory Development

CHILD CARE SUPERVISORY TRAINING - PART I

DESCRIPTION

The first of a two part program, this course is designed to provide Child Care supervisors with the skills to enhance job satisfaction for staff while at the same time ensuring their accountability for meeting organizational objectives. Emphasis is given to the supervisors' responsibility for individual performance. The workshop objectives will be to make the Employee Performance Appraisal System a meaningful tool in the supervisory process.

FOR WHOM

Child Care supervisors as well as certified Child Care workers aspiring to supervisory positions in Child Care programs.

WHEN OFFERED

o January 11-14, 1988, Edmonton.

CHILD CARE SUPERVISORY TRAINING - PART II

DESCRIPTION

The second of a two part program, this training builds on the skills acquired during Part I. This workshop focuses on the role of the Child Care supervisor in ensuring accountability for meeting organizational objectives and providing quality client services. Emphasis will be given to the supervisor's role in developing and maintaining teamwork and achieving exceptional team performance.

FOR WHOM

Child Care supervisors as well as certified Child Care workers aspiring to supervisory positions in Child Care programs.

WHEN OFFERED

o February 22-25, 1988, Edmonton.

CHILD WELFARE SUPERVISORY TRAINING

DESCRIPTION

This course is an update of the previous Child Protective Services Supervisor's Training and emphasizes the educative and consultative support roles of the Child Welfare Casework Supervisor. Specific topics include: expectations of supervisors by workers in educational and consultative supervision; facilitation and direct provision; of services ongoing professional development and on-the-job instruction; the conducting of supervision sessions; evaluating assessment and case planning skills; utilization and promotion of skills of staff within a unit; assignment of difficult cases with appropriate support; consultation within the Department and with community groups and agencies. Participants will identify ways of assisting their staff to organize and manage caseload pressures and to deal effectively with organizational structure.

FOR WHOM

All new child welfare casework supervisors and supervisors who need to supplement previous training or enhance skills gained through work experience, in the areas of consultative and educational supervision.

WHEN OFFERED

Five-day workshop;

o February 8-12, 1988, Calgary
o March 7-11, 1988, Edmonton
  Time 8:30 a.m. - 4:30 p.m.

Available on request after January 1988; can be delivered regionally.

Delivery of
Services

ACTIVITY PROGRAMMING

DESCRIPTION

This workshop is designed to teach helping professionals the mental hygiene approach to activity programming. Participants will discuss various activity setting dimensions and evaluate both the individual and group variable when selecting activities. Participants have an opportunity to examine the role of play and activities as components of the child's overall treatment program and learn to select specific activities to meet the child's needs. Personal characteristics of the counsellor for successful implementation of activities will also be outlined. Lastly, activity programming as a means for successfully reintegrating the child into the community will be highlighted. This course can assist Child Care Counsellors in preparing for certification.

FOR WHOM

Child Care Counsellors; can be adapted to other staff who are responsible for client activity programs (16-20 participants per workshop).

WHEN OFFERED

Two-day workshop; available on request; can be delivered regionally.

CHILD PROTECTION SERVICES CORE TRAINING

DESCRIPTION

This program provides practitioners with the basic skills and knowledge necessary to deliver the child protection services program in the department. The course is delivered in nine modules.

MODULE A - CONDUCTING INTAKE

o roles and responsibilities
o intake process
o crisis intervention techniques

MODULE B - INVESTIGATION/ASSESSMENT

o use of a holistic family assessment
  model
o responding appropriately to
  cultural and familial differences
o interviewing children
o assessing risk of child maltreatment,
  suicide and family violence
o therapeutic use of authority
o how to deal with resistance
o writing a diagnostic statement
o determining required services
o developing an interim case plan
o contracting
o case disposition

MODULE C - SEXUAL ABUSE INVESTIGATION

o self-awareness and desensitization
o dynamics of sexual abuse
o appropriate interviewing process for
  investigating alleged sexual abuse
  cases

MODULE D - IMPLEMENTATION OF THE CASE
           PLAN (CPS roles &
           responsibilities)

o completing documentation
o assuming the role of broker
o providing and ensuring treatment
o empowering clients
o monitoring and documenting client
  progress
o managing, evaluating, and revising

the case plan (case review)
o presenting the case to appropriate bodies
o preparing the client for termination of service.

MODULE E - INITIATING APPROPRIATE ACTION

o consulting with Native Bands and Children's Guardian
o contracting for necessary services
o understanding separation theory and its impact on children assisting child/family in dealing with separation
o apprehension and removal of a child
o placement of a child (permanent and temporary)

MODULE F - TIME AND CASELOAD MANAGEMENT

o effective time management skills applied to managing the caseload
o goal setting
o utilization of supervision
o accessing organizational and community support
o case conferencing
o professional development

MODULE G - WORKING WITH THE COMMUNITY

o CPS worker's role in prevention
o development of community resources
o interface with community agencies
o evaluation of agency effectiveness

MODULE H - LEGAL ASPECTS OF CPS

o Court jurisdictions
o role and responsibilities of social worker and lawyer
o preparation of social worker and and witnesses
o admissible forms of evidence
o rights and obligations of children, parents, social workers
o testimony and cross examination
o conduct in court
o procedures for application for specific court orders

MODULE I - MEDICAL ASPECTS OF CPS

o role and responsibilities of physician in identification of child neglect and abuse
o physician's process for assessing, diagnosing, referring, and treating cases of child maltreatment
o medical conditions resulting from abuse or neglect
o communicating with medical personnel
o protocol in sexual abuse cases

FOR WHOM

Designed especially for new CPS workers, but is considered a core course for all child welfare workers.

WHEN OFFERED

Three one-week workshops, each separated by at least three weeks.

o Wave 23 - Calgary
  Week I - September 21-25, 1987
  Week II - October 19-23, 1987
  Week III - November 16-19, 1987

  Time 8:30 am - 4:30 pm

o Wave 24 - Edmonton
  Week I - November 2-6, 1987
  Week II - December 7-11, 1987
  Week III - January 11-14, 1988

  Time: 8:30 am - 4:30 pm

o Wave 25, Calgary
  Week I - February 1-5, 1988
  Week II - February 29-March 4, 1988
  Week III - March 28-31, 1988

  Time: 8:30 am - 4:30 pm

o Wave 26, Edmonton
  Week I - April 11-15, 1988
  Week II - May 9-13, 1988
  Week III - June 6-9, 1988

  Time: 8:30 am - 4:30 pm

THE CHILD'S ACCOUNT

DESCRIPTION

This workshop teaches the use of
anatomically correct dolls in the
investigation of child sexual abuse.
Participants will learn how to:
determine a need for the use of dolls;
correctly handle the dolls; introduce the
dolls to the child and identify the
child's terms for body parts and
activities; ask focusing questions
appropriate to the child's developmental
stage; comfort and affirm the child, and
close the interview. Sessions can be
conducted in workshop or self-study modes
and are adaptable to front-line workers
as well as professionals responsible for
training others in the use of the dolls.

FOR WHOM

Child protection caseworkers who
investigate allegations of child sexual
abuse, casework supervisors, child
welfare consultants.

WHEN OFFERED

Available on request; can be delivered
regionally or at worksite.

CHILD SEXUAL ABUSE (Basic Course)

DESCRIPTION

This course follows the Child Protection
Services training and focuses on
intervention aspects of child sexual
abuse. Participants will clarify their
own values and explore issues and sexual
terms. They will learn to identify the
impact of sexual abuse on children at
different developmental stages; recognize
signals and dynamics of incest and sexual
abuse; outline procedures for
investigating, intervening, and treating
cases of sexual abuse; identify emergency
cases and describe appropriate
procedures; and develop a case for a
sexually abused child in foster care.

FOR WHOM

Child welfare workers and supervisors who
have had not previous training in dealing
with child sexual abuse. (12-20
participants per workshop.)

WHEN OFFERED

Two-day workshop.

o February 23-24, 1988, Edmonton

   Time: 8:30 am - 4:30 pm

Also available on request; can be
delivered regionally.

COMMUNICATION SKILLS AND RELATIONSHIP DEVELOPMENT

DESCRIPTION

This course is designed to teach helping professionals the principles of developing positive, therapeutic relationships. This program is a prerequisite to the counselling workshop and aims at improving skills in the first stage (rapport development; problem exploration and clarification) of the three stage counselling process. Skills such as responding using "I" statements and giving and receiving feedback will be covered. The program also aims to increase participant understanding of communication blocks and defensive behavior and provides participants an opportunity to develop an awareness of their own interpersonal communication style. Participants have an opportunity to practise skills in the workshop. course can assist Child Care Counsellors in preparing for certification.

FOR WHOM

Child Care Counsellors; can be adapted to other helping professionals who work with children (12 - 15 participants per workshop).

WHEN OFFERED

Two-day workshop; available on request; can be delivered regionally.

COUNSELLING

DESCRIPTION

This workshop is designed to teach helping professionals a comprehensive problem-management model of individual counselling. Specific skills are taught which enable the participants to work through Egan's three stage counselling process. This workshop focuses primarily on the last two stages of the counselling process: the second stage of developing new perspectives and setting goals, and the third stage of facilitating action from behavioral change. This workshop includes two follow-up integration seminars where participants present audio and/or video tapes of actual counselling interactions which have taken place on the job. These tapes will be utilized for discussion, feedback and the further enhancement of counselling skills. This This course can assist Child Care Counsellors in preparing for certification.

FOR WHOM

Child Care Counsellors; all helping professionals who work directly with clients (9-12 participants per workshop). Prerequisite is Communication Skills and Relationship Development.

WHEN OFFERED

Three-day workshop followed up by two one-day integration seminars; available on request; can be delivered regionally.

COMMUNITY INTERVENTIONS FOR CHILD SEXUAL ABUSE

DESCRIPTION

This workshop is designed for District Offices and community professionals, groups and agencies who want to establish a coordinated program of intervention in cases of incest. The focus is on the dynamics of incest and on the components and steps in an integrated program. Individually, participants will recognize the importance of the incest problem, identify its source and impact in family dynamics, be able to conceptualize the components of a treatment program, outline the necessary intervention steps, and differentiate the roles of each intervener. Collectively, participants will share a body of knowledge regarding dynamics of incest, plan an integrated intervention program, and create a format for program implementation.

FOR WHOM

Any community professionals who are directly involved in dealing with incest or who may be involved in planning delivery of such services (Child Protection Workers, Police, Physicians, Mental Health Workers, Crown and Defense Attorneys, Community Correction Officers); a District Office must act as the 'sponsor' for this workshop. The community should have a commitment to develop an effective intervention strategy. Ideally there will be a core planning group with a knowledge of relevant local issues and resources (15-25 participants).

WHEN OFFERED

Two-day workshop with pre-workshop consultation and one post-workshop follow-up; available upon request.

CONSULTATION SKILLS TRAINING

DESCRIPTION

This course will develop the participants' ability to act in a consulting capacity within the Department and with community agencies and groups involved in service delivery. The course focuses on the roles of the consultant, the consulting dimensions, phases of organizational change, and models and theories relating to social power, entry, problem solving and action planning. Participants will develop skills in: establishing a consulting relationship; contracting; gathering and analyzing data; choosing interventions for various consulting situations; designing plans of action; developing evaluation and follow-up steps and making presentations to clients. Emphasis will be on group work and team activities. Self-examination, feedback, critique, planning, and discussion with others will be stressed. That portion of the course devoted to theory will include lecturettes and workbook exercises.

FOR WHOM

Individuals who consult within the public service or with non-government clients.

WHEN OFFERED

Five-day workshop;

o November 2-6, 1987, Red Deer
o March 7-11, 1988, Lethbridge

   Time: 9:00 am - 4:30 pm

Also available on request after November 1987; can be delivered regionally.

Also listed under "Special Programs and "Communication Skills".

COURT PREPARATION AND PROCEDURES

DESCRIPTION

This course is designed to teach social workers the principles of preparing for court and court procedures. This program aims at increasing confidence in court appearances by providing information on personal preparation, preparation of witnesses, and conduct in court. The role and responsibilities of the social worker, and necessary documentation involved in apprehension and guardianship situations are covered. In addition, participants will examine: admissible forms of evidence; rights and obligations of children, parents and social workers under current child welfare legislation; examination; and skills in presenting testimony. The positive uses of authority in social work/court intervention are explored.

FOR WHOM

Child protection workers; can be adapted to other professional staff who appear in court (12-20 participants per workshop).

WHEN OFFERED

Three-day workshop;

o April 25-27, 1988, Edmonton

  Time: 8:30 am - 4:30 pm

Special one-day sessions for Non-Child Protection workers in addition to the three-day workshop are available on request; can be delivered regionally.

GROUP COUNSELLING

DESCRIPTION

This workshop is designed to teach the basic theory and skills of group counselling. Participants will explore the dynamics that occur when a client group with common concerns is brought together for the purpose of helping each other. The focus of the workshop will be to develop effective group leadership skills and to practice those skills.

FOR WHOM

All helping professionals who work actively with client self-help groups (12-18 participants per workshop). It is suggested participants complete Communication Skills and Relationship Development before attending this course.

WHEN OFFERED

Two-day workshop; available on request; can be delivered regionally.

HUMAN DEVELOPMENT

DESCRIPTION

This workshop is designed to teach human development, from conception to old age, with primary emphasis on childhood and adolescence. The program will provide participants with several conceptual frameworks from which to view development and emphasis is given to the implications of theory to applied child care. The following areas of human development will be covered:

1) cognitive development
2) development of moral reasoning
3) psychosocial development
4) motivation and hierarchy of needs.

This course can assist child care counsellors in preparing for certification.

FOR WHOM

Child Care Counsellors; may be applicable to other helping professionals who work with children (12-20 participants per course).

WHEN OFFERED

Three-day workshop; available on request; can be delivered regionally.

IDENTIFICATION OF MALTREATED CHILDREN

DESCRIPTION

This workshop provides skills in identification of possible victims of child abuse or neglect. It is aimed at Non-Child Protective Services professionals who come in contact with families. Participants will learn to identify significant indicators of potential maltreatment including parental attitudes and physical signs of maltreated children. Methods of referring suspected cases of abuse/neglect to Child Protective Services are explored.

FOR WHOM

Social workers in income security; employment opportunities workers; mental health workers; day care workers; and Child Care Counsellors (12-20 participants per workshop).

WHEN OFFERED

Two-day workshop;

o October 14-15, 1987, Edmonton
o March 15-16, 1988, Calgary

   Time: 8:30 am - 4:30 pm

Available on request; can be delivered regionally.

INDIVIDUAL PROGRAM PLANNING

DESCRIPTION

This workshop is designed to teach the theory and skills involved in developing individual treatment plans. The program is intended to integrate knowledge from other workshops (eg: Human Development) and should therefore be considered an advanced level course. Participants will work through the four phase treatment planning process by writing the assessment, design, implementation and evaluation components for a child they are currently working with. This course can assist Child Care Counsellors in preparing for certification.

FOR WHOM

Child Care Counsellors; can be adapted to all helping professionals who are required to write treatment plans for children (9-12 participants per course).

WHEN OFFERED

Two-day workshop; available on request; can be delivered regionally.

MANAGEMENT OF CHILDREN'S BEHAVIOR

DESCRIPTION

This workshop is designed to teach helping professionals pro-active, collaborative child management techniques. The theories of Dreikurs, Gordon, Dinkmeyer and Ireland will provide the basis for participants to learn how to manage children's behavior in a manner which maintains rapport and mutual respect. Program focuses on behavior management problems that are more individual in etiology. This course can assist Child Care Counsellors in preparing for certification.

FOR WHOM

Child Care Counsellors; all helping professionals who manage children's behavior (12 - 20 participants per course). Suggested prerequisite is Strategies in High Risk Situations.

WHEN OFFERED

Two-day workshop; available on request; can be delivered regionally.

MANAGEMENT OF GROUPS

DESCRIPTION

This workshop is designed to teach helping professionals the concepts of systems theory as it relates to the understanding and management of a given client group. Participants will recognize the need for therapeutic intervention at the group level and develop an awareness of the client group as a resource as opposed to a liability. Emphasis will be placed on teaching group assessment skills and the concepts of positive peer culture in order to enhance group functioning and to de-escalate group dysfunction or contagion. Participants will also develop an awareness of the skills required to lead daily management and problem oriented groups. This course can assist Child Care Counsellors in preparing for certification.

FOR WHOM

Child Care Counsellors; all helping professionals who work with client groups (10-16 participants per course).

WHEN OFFERED

Two-day course; available on request; can be delivered regionally.

NURTURING SELF ESTEEM IN CHILDREN

DESCRIPTION

This workshop examines the attitudes, values, and feelings of helping professionals and their impact on a child's personal development. Participants will learn how to: accept, support, encourage, guide, and discipline children; give and receive affection; enable children to be responsible and independent; and help children accept themselves. Participants should come prepared to be involved in self-examination of their own attitudes, value systems, and expression of emotions. Participants will become more aware of their own level of personal self-esteem and how it affects them in their work with children. This course can assist Child Care Counsellors in preparing for certification.

FOR WHOM

Child Care Counsellors; can be adapted to other helping professionals who work with children (10-16 participants per workshop).

WHEN OFFERED

Two-day workshop; available on request; can be delivered regionally.

OBSERVING RECORDING AND REPORTING
DESCRIPTION

This workshop introduces helping
professionals to the fundamental skills
of observing, recording and reporting
behavior. Various recording procedures
such as frequency counts and
time-interval recording will be
discussed. Also, characteristics of
effective reports and use of specific
recording forms will be outlined.
Program aims to increase participant
awareness of their own subjective
interpretations and personal biases when
observing and recoding behavior.
Primarily for those employees working
with clients in an institutional setting.
This course can assist Child Care
Counsellors in preparing for
certification.

FOR WHOM

Child Care Counsellors; can be adapted to
other helping professionals (12-20
participants per course).

WHEN OFFERED

Two-day workshop; available on request;
can be delivered regionally.

ORIENTATION TO THE CHILDREN'S GUARDIAN
DESCRIPTION

This seminar covers the concept of
separation of guardianship and custody
in the delivery of child welfare
services. The powers and duties of the
Children's Guardian, the roles and
responsibilities of the Children's
Guardian in the community milieu, and the
interface of the Office of the Children's
Guardian and the Regional Children's
Guardian with the Child Welfare Delivery
System will be discussed. Other topics
covered include Common Law and the Child
Welfare Act,
perspectives of guardianship and
child advocacy within a Child Welfare
system.

FOR WHOM

All departmental personnel involved
in the development and delivery of
programs for children and families
(minimum of 12 participants).

WHEN OFFERED

One-day lectures:

o November 10, 1987, Calgary
o February 2, 1988, Edmonton

   Time: 8:30 am - 4:30 pm

Also available on request; can be
delivered regionally.

SOCIAL LEARNING THEORY

DESCRIPTION

This workshop is designed to teach helping professionals learning theory. Such principles as reinforcement, modelling, shaping and punishment will prepare participants for applying this theory on the job. Emphasis will be placed on learning skills required to implement behavior management programs. Historical influences and relevant theories will also be highlighted at the start of the workshop. This course can assist Child Care Counsellors in preparing for certification.

FOR WHOM

Child Care Counsellors; all helping professionals required to manage client behavior (12-20 participants).

WHEN OFFERED

Two-day workshop; available on request; can be delivered regionally.

STRATEGIES IN HIGH RISK SITUATIONS

DESCRIPTION

Four stages of child management (prevention, de-escalation of high risk situation, non-abusive restraint, and self defense) are explored. Alternatives to physical restraint and awareness of non-verbal messages and their effect are emphasized. Course content includes: relevant government policy, evaluation of milieu, reasons for acting out behavior and appropriate intervention strategies, non-abusive restraint and escort techniques, and non-abusive escape and defense techniques. Participants are given opportunities to practice the demonstrated techniques. This course can assist Child Care Counsellors in preparing for certification.

FOR WHOM

Child Care Counsellors; can be adapted to other helping professionals (minimum of 12-18 participants per workshop).

WHEN OFFERED

Three-day workshop plus a one-day follow-up; available upon request; can be delivered regionally.

SUBSTANCE ABUSE

DESCRIPTION

This course is designed to assist helping professionals in the identification and referral process of clients who are drug/alcohol abusers. Topics covered include: framework for understanding drugs; theories of transition; recognition and assessment; intervention and motivation; treatment approach; and collaboration.

FOR WHOM

Social Services helping professionals (maximum of 20 participants).

WHEN OFFERED

One-day lecture with discussion. Presenters are staff of AADAC Community Education.

o October 8, 1987, Edmonton
o April 6, 1988, Calgary

  Time: 8:30 am - 4:30 pm

SUICIDE PREVENTION TRAINING WORKSHOP

DESCRIPTION

This workshop, designed for workers who deal with potentially suicidal clients, teaches skills in information gathering, risk assessment, crisis intervention, and case planning. Individuals will examine their own personal attitudes towards death, suicide, and helping a client at risk, and will identify Department guidelines and legislation regarding appropriate ways of dealing with the suicidal client. Special attention will be given to children, adolescents and Natives as client groups. Videos specific to child welfare in the Department are used to demonstrate and practice risk assessment.

FOR WHOM

Child welfare workers; institutional workers; case worker supervisors and consultants (12-20 participants per workshop).

WHEN OFFERED

Three-day workshop.

o October 20-22, 1987, Edmonton
   Time: 8:30 am - 4:30 pm

o November 24-26, 1987, Medicine Hat
   9:00 am - 4:30 pm

o December 2-4, 1987, Calgary
   8:30 am - 4:30 pm

o January 26-28, 1988, Edmonton
   8:30 am - 4:30 pm

o March 22-24, 1988, Edmonton
   8:30 am - 4:30 pm

Also available on request; can be delivered regionally.

TASK CENTERED CASEWORK

DESCRIPTION

This workshop introduces a problem-solving model of casework, focusing on short-term involvement with clients. Participants will be able to identify a client as suitable for Task-Centered Casework, select target problems with client, set goals for working with a client, and produce a realistic and specific contract in collaboration with a client. During a follow-up session, participants will demonstrate how they were able to put the principles of Task-Centered Casework into practice.

FOR WHOM

Social workers; other individuals should contact their RSDC to discuss appropriateness (12-20 participants).

WHEN OFFERED

Two-day workshop plus a one-day follow-up (about 4 weeks later).

o November 18-19, 1987, Edmonton
  Follow-up - December 17, 1987, Edmonton

o April 20-21, 1988, Calgary
  Follow-up - May 19, 1988, Calgary

Time: 8:30 am - 4:30 pm

Also available on request; can be delivered regionally.

TEACHING LIVING SKILLS

DESCRIPTION

This course is designed to train helping professionals in methods of teaching living skills to clients with skill deficits. This workshop describes the processes of learning, writing of behavioral objectives, developing content and support knowledge, and the writing of formal lesson plans to correct skill deficits. Participants have an opportunity to practice teaching the finished modules. This course can assist Child Care Counsellors in preparing for certification.

FOR WHOM

Child Care Counsellors; all helping professionals who work with children (9-12 participants per course).

WHEN OFFERED

Two-day workshop; available on request; can be delivered regionally.

THE THERAPEUTIC ENVIRONMENT

DESCRIPTION

This course is designed to teach helping professionals the planned use of the therapeutic milieu as part of the child's overall treatment program. The therapeutic milieu is viewed as both a means and context for teaching emotional, social and physical competence. Participants will examine the components of the therapeutic milieu, the therapeutic relationship in that milieu and the means by which residents achieve growth and change. This course can assist Child Care Counsellors in preparing for certification.

FOR WHOM

Child Care Counsellors; all helping professionals who work with clients in a residential setting (12-20 participants per course).

WHEN OFFERED

Two-day workshop; available on request; can be delivered regionally.

UNDERSTANDING AND MANAGING THE HELPING RELATIONSHIP

DESCRIPTION

This course provides participants with the knowledge and skills required to understand, initiate, or engage in the helping relationship. Topic areas can include: developing rapport with resistant clients; diffusing hostility during a telephone contact or interview; turning conflict into cooperation; and getting required information without interrogation.

FOR WHOM

All helping professionals; the focus and design of the workshop will be determined in consultation with the group initiating the request (workshop size may vary from 8-12 participants).

WHEN OFFERED

Two or three-day workshop; available on request; can be delivered regionally or to worksites.

Also listed under "Communication Skills".

VALUES CLARIFICATION

DESCRIPTION

This workshop focuses on the ethical behaviors that exemplify professional conduct for workers. The importance of code of ethics in one's role as worker will be examined. Participants will identify the phases of value development and recognize and rank the importance of their own values. Differences between a professed value and an expressed value, and the implications of value confusion for the client are discussed. Participants will give an on-the-job example of a "conflict of interest". The workshop is designed to involve participants in practical experiences to help them become aware of their own values, attitudes, beliefs and to base decisions on a value system. This course can assist Child Care Counsellors in preparing for certification.

FOR WHOM

Child Care Counsellors and other helping professionals (10-20 participants per workshop).

WHEN OFFERED

Two-day workshop; available on request; can be delivered regionally.

WORKING WITH SEXUALLY ABUSED CHILDREN

DESCRIPTION

This workshop examines factual information and personal attitudes about sex, sexuality, and sexual abuse. Participants will distinguish myths from facts; recognize signs of child sexual abuse; understand the effects of sexual abuse on the child's behavior; and learn therapeutic strategies for coping with behaviors of child sexual abuse victims. This course can assist Child Care Counsellors in preparing for certification.

FOR WHOM

Child Care Counsellors; can be adapted to other helping professionals (12-20 participants per workshop).

WHEN OFFERED

Two-day workshop; available on request; cam be delivered regionally.

Native
Awareness

UNDERSTANDING NATIVE COMMUNITIES

DESCRIPTION

The program aims to develop an increased
awareness and understanding of Native
peoples' history, culture and values and
family/kinship system. Emphasis is given
to Native communities within Alberta.
Issues and concerns regarding appropriate
service delivery to Native communities
will be discussed during the final
half-day of the workshop.

FOR WHOM

Departmental staff who are not involved
in child welfare service delivery but who
come in contact with Native people
through their work. Personnel who have
taken PAO Cross-Cultural Awareness
Program should not attend this course
(15-25 participants per workshop).

WHEN OFFERED

Two-day workshop.

o September 29-30, 1987, Medicine Hat

   Time: 9:00 am - 4:30 pm

o January 20-21, 1988, Calgary

   Time: 8:30 am - 4:30 pm

o February 17-18, 1988, Edmonton

   Time: 8:30 am - 4:30 pm.

Also available on request; can be
delivered regionally.

WORKING WITH NATIVE PEOPLE AND
COMMUNITIES

DESCRIPTION

This program is focussed on providing
Departmental child welfare staff with
basic information needed to work with
Native people both in and out of their
communities. The program develops an
increased awareness and understanding of
Native peoples' history, culture, values,
attitudes, issues and concerns. It
builds on this awareness and examines the
impact of the role of the child welfare
worker upon Native people; case planning
and decision-making; intervention
strategies; service delivery modes and
referral sources through case examples;
problem analysis; group process and
audio-visual resources. The role of
Alberta Social Services and it's impact
on Native people will be explored through
films and case studies presented by
instructors familiar with Native cultures
and practitioners skilled in social work
within Native settings.

FOR WHOM

Child welfare personnel who provide
services to Native people and those who
practice in Native communities (15-25
participants per workshop).

WHEN OFFERED

Four-day workshop;

o September 22-25, 1987, St. Paul

   Time: 9:00 am - 4:30 pm

o November 16-19, 1987, Edmonton

   Time: 8:30 am - 4:30 pm

Also available on request; can be
delivered regionally.

Office
Administration

DEALING WITH THE PUBLIC

DESCRIPTION

This course will enable participants to recognize the benefits of a positive attitude when assisting the public and improve interpersonal skills for dealing with them. Strategies for coping with job stress, telephone techniques, and effective problem solving skills will be learned. Participants will be introduced to the organization and functions of the Alberta Public Service. This course is offered through PAO.

FOR WHOM

Staff whose jobs involve contact with the public by telephone, in person, or through correspondence.

WHEN OFFERED

Two-day workshop;

September 10-11, 1987, Edmonton
September 28-29, 1987, Edmonton
October 19-20, 1987, Edmonton
November 12-13, 1987, Edmonton
December 1-2, 1987, Edmonton
December 7-8, 1987, Calgary
January 11-12, 1988, Edmonton
January 28-29, 1988, Edmonton
February 8-9, 1988, Edmonton
February 25-26, 1988, Edmonton
March 18-19, 1988, Edmonton
March 22-23, 1988, Edmonton

Standard nomination procedure for PAO courses to be followed; nominations for regions to RSDC or regional personnel officer by August 21, 1987, nominations for Corporate office to Staff Development by August 27, 1987.

Also listed under "Communication Skills"

COST

$95.00 per participant.

DRM 1 - INTRODUCTION TO RECORDS MANAGEMENT SYSTEMS

DESCRIPTION

This course will enable participants to describe the organization and objectives of the records management program; describe how the Department File Classification System operates and classify records accordingly; identify, describe, and select suitable types of records equipment and supplies; and identify and use support records maintenance systems.

FOR WHOM

Records Office Staff; Records Office Supervisors; Staff involved in the development and maintenance of systems converting to the Departmental File Classification System (maximum of 20 participants).

Participants must complete and submit a learning contract to Records Services at least two weeks prior to course attendance and must bring Volume 2 of the Records Management Manuals to the workshop. Participants must also read chapter 7 and 9 of the Records Management Manual Volume 1. A certificate will be issued upon successful completion of the DRM 1, DRM 2 and DRM 3 series.

WHEN OFFERED

Two-day workshop;

Edmonton/Northeast/Northwest Regions Headquarters
o September 14-15, 1987, Edmonton

Calgary/South/Central Regions
o January 18-19, 1988, Calgary

Time: 8:30 am - 4:30 pm

DRM 2 - RECORDS SYSTEMS IMPROVEMENT

DESCRIPTION

This course will enable participants to describe the records improvement methodology and indexing methods; state the purpose of and complete a records inventory; convert records to the standard departmental records management system; and create a records procedures manual.

FOR WHOM

Secretaries, records office staff and supervisors, staff becoming involved in the development and maintenance of filing systems (maximum of 20 participants).

Completion of DRM 1 is mandatory for participation in this course. Participants will submit a Learning Contract at least two weeks before course commencement to Records Services. A certificate will be issued upon successful completion of the DRM 1, DRM 2, and DRM 3 series.

Participants must bring Volume 2 of the Records Management Manuals to the workshop. Participants must also read chapters 6, 8, 9, and 14 of the Records Management Manual Vol. 1.

WHEN OFFERED

Two-day workshop;

Edmonton/Northeast/Northwest Regions/ Headquarters
o October 13-14, 1987, Edmonton

Calgary/South/Central Regions
o February 15-16, 1988, Calgary

   Time: 8:30 am - 4:30 pm

DRM 3 - RECORDS DISPOSITION

DESCRIPTION

This course focuses on the records scheduling and disposition process and PRC authority implementation. Participants will develop skills in non-record material disposals, records transfers/disposals, and records retrieval. They will be able to describe and use the services of the Alberta Records Centre and the Provincial Archives of Alberta.

FOR WHOM

Secretaries, records office staff and supervisors, staff becoming involved in the development and maintenance of filing systems (maximum of 20 participants).

Completion of DRM 1 and DRM 2 is mandatory for participation in this course. Participants will submit a Learning Contract to Records Services at least two weeks before course commencement. A certificate will be issued upon successful completion of the DRM 1, DRM 2 and DRM 3 series.

Required readings are Chapters 8 and 9 of Records Management Manual, Volume 1.

WHEN OFFERED

1½-day regional courses or 1 day headquarters course; (duration is different due to process involved in the regional systems).

Edmonton/Northeast/Northwest Regions
o November 16-17, 1987, Edmonton

Calgary/South/Central Regions
o March 14-15, 1988, Calgary

Headquarters
o November 18, 1987, Edmonton

   Time: 8:30 am - 4:30 pm

DRM 10-INTRODUCTION TO FORMS MANAGEMENT

DESCRIPTION

This course focuses on the effective use of Forms Services to create or improve forms. Participants will learn how to initiate forms procurement action and identify forms needs while avoiding needless forms. The cost benefit of forms will be discussed.

FOR WHOM

Anyone performing or supervising the acquisition process of forms (maximum of 15 participants per workshop).

A certificate will be issued upon successful completion.

WHEN OFFERED

One-day workshop.

Edmonton/Northwest/Northeast Regions/ Headquarters
o September 16, 1987, Edmonton

Calgary/South/Central Regions
o February 17, 1988, Calgary

Time: 8:30 am - 4:30 pm

DRM 11-CLIENT RECORDS MANAGEMENT

DESCRIPTION

This course focuses on appropriate filing systems, equipment, and supplies applicable to client records. Specific topics covered include the Client Index, Client File standards, and the inventory disposition of client records according to PRC authorities, and handling transmission of confidential records. Participants will be able to maintain client records systems and transfer active files between offices. Client records specifically discussed include Child Welfare, Income Security, and Family Relations, however, the general principles can be applied to other client records systems.

FOR WHOM

Records office staff and supervisors, social workers (maximum of 15 participants per workshop).

Required readings for the course are Chapters 14, 15, and 17 of the Records Management Manual, Volume 1, and Chapter D, Section 4 of the Administrative Procedures Manual.

A certificate will be issued upon successful completion.

WHEN OFFERED

Two-day workshop.

Calgary/South/Central Regions
o November 30-December 1, 1987, Calgary

Edmonton/Northeast/Northwest Regions/Headquarters
o January 11-12, 1988, Edmonton

Time: 8:30 am - 4:30 pm

INTERPERSONAL AND ORGANIZATIONAL SKILLS FOR CLERICAL AND SECRETARIAL STAFF

DESCRIPTION

This course provides secretarial/clerical staff with an opportunity to develop their interpersonal and administrative skills.   The program will enable participants to: assess the impact of their leadership skills on the organization; formulate a personal plan for strengthening existing skills; employ both logical and creative problem solving techniques in typical decision-making situations on the job, identify the means to positive communication and effective conflict resolution methods, identify, strategies to time management, and develop strategies to deal with stress.

FOR WHOM

Secretarial and Clerical staff (15-20 participants per workshop).

WHEN OFFERED

Three-day workshop.

o November 25-27, 1987, Calgary
o February 10-12, 1988, Edmonton

   Time: 8:30 am - 4:30 pm

Also listed under "Communication Skills".

MAKING MANUALS EFFECTIVE

The purpose of this course is to familiarize individuals with Department manuals. Participants will learn to select and write in an appropriate style for any given subject, and use language simplification to reduce lengthy subjects and make them more understandable. Also covered are subject index preparation and construction plan development for the creation or upgrading of a manual. Participants will be able to estimate development time for creating a manual and prepare a production schedule.

FOR WHOM

Anyone involved in manuals writing or the administration of manuals (maximum of 10 participants per workshop)

Individuals should be familiar with the "Manuals and Directives Management" manual.

WHEN OFFERED

Two-day lecture/workshop

o September 8-9, 1987, Edmonton
o December 7-8, 1987, Edmonton

   Time: 8:30 am - 4:30 pm

Others may be scheduled in Edmonton or Calgary if the demand warrants.

RECORDS INVENTORYING

DESCRIPTION

This course will detail the requirements
for completing records inventory listings
used in the transfer of records to
off-site storage and subsequent
development of a Public Records Committee
Authority. Participants will be able to:
state the purpose of a records inventory;
complete a detailed records inventory;
request a transfer of records to
alternate storage; and determine
suitability of records inventory to the
development of a Public Records Committee
Authority.

FOR WHOM

Secretaries; records office staff;
clerical support staff; and staff
requesting transfer of records to
semiactive/offsite storage.

Participants must read Chapter 8 of the
Records Management Manual Vol. 1.

WHEN OFFERED

One-day workshop.

o October 7, 1987, Edmonton

   Time: 8:30 am - 4:30 pm

Communication Skills

CONSULTATION SKILLS TRAINING

DESCRIPTION

This course will develop the
participant's ability to act in a
consulting capacity within the Department
and with community agencies and groups
involved in service delivery. The course
focuses on the roles of the consultant,
the consulting dimensions, phases of
organizational change, and models and
theories relating to social power, entry,
problem solving and action planning.
Participants will develop skills in:
establishing a consulting relationship;
contracting, gathering and analyzing
data; choosing interventions for various
consulting situations; designing plans of
action; developing evaluation and
follow-up steps and making presentations
to clients. Emphasis will be on group
work and team activities.
Self-examination, feedback, critique,
planning, and discussion with others will
be stressed. That portion of the course
devoted to theory will include
lecturettes and workbook exercises.

FOR WHOM

Individuals who consult within the public
service or with non-government clients.

WHEN OFFERED

Five-day workshop;

o November 2-6, 1987, Red Deer
o March 7-11, 1988, Lethbridge

   Time: 9:00 am - 4:30 pm

Also available on request after November
1987; can be delivered regionally.

Also listed under "Delivery of Services"
and "Communication Skills".

DEALING WITH THE PUBLIC

DESCRIPTION

This course will enable participants to
recognize the benefits of a positive
attitude when assisting the public and
improve interpersonal skills for dealing
with them. Strategies for coping with
job stress, telephone techniques, and
effective problem solving skills will be
learned. Participants will be introduced
to the organization and functions of the
Alberta Public Service. This course is
offered through PAO.

FOR WHOM

Staff whose jobs involve contact with the
public by telephone, in person, or
through correspondence.

WHEN OFFERED

Two-day workshop;

September 10-11, 1987, Edmonton
September 28-29, 1987, Edmonton
October 19-20, 1987, Edmonton
November 12-13, 1987, Edmonton
December 1-2, 1987, Edmonton
December 7-8, 1987, Calgary
January 11-12, 1988, Edmonton
January 28-29, 1988, Edmonton
February 8-9, 1988, Edmonton
February 25-26, 1988, Edmonton
March 18-19, 1988, Edmonton
March 22-23, 1988, Edmonton

Standard nomination procedure for PAO
courses to be followed; nominations for
regions to RSDC or regional personnel
officer by August 21, 1987 nominations
for Corporate office to Staff Development
by August 27, 1987.

Also listed under "Office
Administration".

INTERPERSONAL COMMUNICATION

DESCRIPTION

This course is designed to enhance an
individual's interpersonal communication
skills. Participants will define the
core dimensions of the interpersonal
communication process and recognize the
use of related skills. Individuals will
demonstrate conceptual and practical
competence at the following skills:
attending behavior and active listening,
use of open and closed questions,
paraphrasing, reflection of feelings,
behavior description, giving and
receiving feedback, and sending clear,
concise messages. These skills will be
applied in a conflict and negative
feedback situation. Internal and
external barriers and unwanted verbal and
non-verbal mannerisms will be identified.
Various interpersonal styles will be
discussed. Each skill will be dealt with
separately and video-monitored skill
practice will accompany lectures and
discussion.

FOR WHOM

Programs are generally delivered to
members of distinct target groups
(clerical staff, social workers,
institutional staff). (10-15
participants per workshop).

WHEN OFFERED

Two-day workshop;

o December 15-16, 1987, Edmonton
o May 3-4, 1988, Edmonton

   Time: 8:30 am - 4:30 pm

Also available on request;
can be delivered regionally

INTERPERSONAL AND ORGANIZATIONAL SKILLS
FOR CLERICAL AND SECRETARIAL STAFF

DESCRIPTION

This course provides secretarial/clerical
staff with an opportunity to develop
their interpersonal and administrative
skills.   The program will enable
participants to: assess the impact of
their leadership skills on the
organization; formulate a personal plan
for strengthening existing skills; employ
both logical and creative problem solving
techniques in typical decision-making
situations on the job; identify the means
to positive communication and effective
conflict resolution methods; identify
strategies for time management, and
develop strategies to deal with stress.

FOR WHOM

Secretarial and clerical staff (15-20
participants per workshop).

WHEN OFFERED

Three-day workshop;

o November 25-27, 1987, Calgary
o February 10-12, 1988, Edmonton

   Time: 8:30 am - 4:30 pm

Also listed under "Office
Administration".

MANAGEMENT INFORMATION - HOW TO GET IT

DESCRIPTION

Information is a powerful corporate
resource. This course will focus on the
availability and variety of information
in social services. Participants will
clarify their information needs, identify
information resources in the Department,
learn how to access relevant information,
and use this information in the
management decision-making process. Data
modeling, data bases, and the role of the
Information Centre will be discussed.
Participants will have the opportunity
for hands-on computer work, using at least
one management information system. Some
background knowledge of the PROFS would
be helpful.

FOR WHOM

Managers, planners, program developers,
and those responsible for gathering
management information (15-25
participants per workshop).

WHEN OFFERED

½-day workshop.

o October 27, 1987, Edmonton
o December 15, 1987, Calgary

   Time: 8:30 am - 12:00 am

Also available on request for delivery in
Edmonton and Calgary.

MEDIA MAZE

DESCRIPTION

This workshop will prepare departmental
officials to comfortably handle
interviews with the media. Discussion
will include the roles and
responsibilities of the media and the
departmental representative in an
interview, relevant departmental
guidelines, and tips on dealing with the
media in an interview situation.
Individuals will participate in a mock,
televised interview in which they will
practice the skills they have learned.
The presenters will provide ample
feedback to participants.

FOR WHOM

Departmental officials who have contact
with the media (maximum of 8 participants
per workshop).

WHEN OFFERED

One-day workshop; available on request;
can be delivered regionally. Interested
staff should consult with Regional
Community Relations Officer or Jim Dau,
Media Relations Specialist, Minister's
Office before applying.

PRESENTATION EXCELLENCE

DESCRIPTION

This course will increase the skills of the participant in effectively presenting ideas to a group. The program focuses on audience analysis, definition of purpose, structure of the presentation, verbal and non-verbal communication skills, question and answer sessions, and orienting towards success. Participants will be expected to make a brief presentation.

FOR WHOM

Staff members who make presentations at meetings or other large gatherings; (maximum of 14 participants per workshop); content of the workshop can be adapted to meet needs of specific participant groups.

WHEN OFFERED

Two-day workshop;

o November 4-5, 1987, Calgary
o April 6-7, 1988, Edmonton

   Time: 8:30 am - 4:30 pm

Also available on request; can be delivered regionally based on available resource people.

REPORT WRITING WORKSHOP

DESCRIPTION

In this course participants will learn how to write effectively to get results. What a report is to do, what it needs to include, what to do before writing, and how to write the report will all be examined. Selecting and using visual aids, and editing and revising the draft are other skills participants will acquire. Other topics will include: table of contents, summaries, formatting, conclusions, recommendations, appendices and indices, and bibliographies. There is individual coaching and guidance from the workshop leader. Participants should bring any in-progress work to the course.

FOR WHOM

Staff who prepare formal reports as a regular part of their job. A basic understanding of the rules of grammar is assumed (10-15 participants per workshop).

WHEN OFFERED

Two-day workshop.

o November 18-19, 1987, Edmonton
   Time 8:30 am - 4:30 pm

o January 13-14, 1988, Lethbridge
   Time 9:00 am - 4:30 pm

o January 27-28, 1988, Calgary
   Time: 8:30 am - 4:30 pm

o February 23-24, 1988, Edmonton
   Time: 8:30 am - 4:30 pm

TELEPHONE COMMUNICATIONS (R.I.T.E.)

DESCRIPTION

This workshop is designed to develop participant knowledge of the R.I.T.E. system and to increase participant understanding of the importance of the telephone as a tool for communication. Emphasis given is dependent on needs of specific participant groups (eg: Management, Professional, Clerical). Course topics include giving and receiving messages with greater accuracy; specific techniques for effective telephone use; identifying problems which may arise from improper use of the telephone; speech imperfection and voice quality; information on the R.I.T.E. System and proper use of the System.

FOR WHOM

All Department Staff - Workshop will be tailored to needs of specific participant group (12-25 participants per workshop).

WHEN OFFERED

1/2-day workshop; available on request in Edmonton and Calgary.

Also listed under "Special Programs".

UNDERSTANDING AND MANAGING THE HELPING RELATIONSHIP

DESCRIPTION

This course provides participants with the knowledge and skills required to understand, initiate, or engage in the helping relationship. Topic areas can include: developing rapport with resistant clients; diffusing hostility during a telephone contact or interview; turning conflict into cooperation; and getting required information without interrogation.

FOR WHOM

All helping professionals; the focus and design of the workshop will be determined in consultation with the group initiating the request (workshop size may vary from 8-12 participants).

WHEN OFFERED

Two or three-day workshop; available on request; can be delivered regionally or to worksites.

Also listed under "Delivery of Services."

Special Programs

BACK CARE

DESCRIPTION

The health education program on Back Care
is designed to assist in lowering the
incidence of back injuries among
government employees. The presentation
includes the causes of low back pain and
techniques for the prevention of back
problems including general back care and
good body mechanics while lifting.
Demonstrations and practice of back
strengthening exercises and lifting
techniques are included.

FOR WHOM

Anyone for whom lifting is part of their
job (including staff handling supplies in
a district office). VDT Operators should
access PAO which has a VDT program with
back care integrated into the training
(12-25 participants per workshop).

WHEN OFFERED

Available on request through regional and
corporate Occupational Health and Safety
liaison persons.

CONSULTATION SKILLS TRAINING

DESCRIPTION

This course will develop the
participant's ability to act in a
consulting capacity within the Department
and with community agencies and groups
involved in service delivery. The course
focuses on the roles of the consultant,
the consulting dimensions, phases of
organizational change, and models and
theories relating to social power, entry,
problem solving and action planning.
Participants will develop skills in:
establishing a consulting relationship;
contracting, gathering and analyzing
data; choosing interventions for various
consulting situations; designing plans of
action; developing evaluation and
follow-up steps and making presentations
to clients. Emphasis will be on group
work and team activities.
Self-examination, feedback, critique,
planning, and discussion with others will
be stressed. That portion of the course
devoted to theory will include
lecturettes and workbook exercises.

FOR WHOM

Individuals who consult within the public
service or with non-government clients.

WHEN OFFERED

Five-day workshop;

o November 2-6, 1987, Red Deer
o March 7-11, 1988, Lethbridge

   Time: 9:00 am - 4:30 pm

Also available on request after November
1987; can be delivered regionally.

Also listed under "Delivery of Services"
and "Communication Skills".

FREEDOM STOP SMOKING PROGRAM

DESCRIPTION

This is a complete step-by-step program
to assist smokers in breaking free from
the cigarette habit. It is based on
behavior modification approach, and also
includes attitude change strategies.
The program is lead by a professional
Health Education Consultant who also
offers through Edmonton hospitals.
Topics covered include:

    the benefits of quitting smoking
    preparing to quit
    how to quit "cold turkey"
    practical strategies for dealing with
      cravings
    stress management techniques
    weight management techniques
    long term maintenance of nonsmoking

FOR WHOM

For all Department staff. Family
members may also attend.

WHEN OFFERED

This program is offered in seven
90-minute sessions, run over a period of
12 days.

Availability of the program is subject
to demand.

COST

$125 per person, payable by individual
employee; registration and contracting
to be coordinated by RSDC or regional
personnel officer; in Corporate to be
coordinated by Staff Development.

HUMAN RIGHTS - EMPLOYER'S WORKSHOP

DESCRIPTION

This program, presented by members of the
Human Rights Commission, will enable
participants to examine human rights
issues as they affect the employer.
Through film, group discussion and
exercises on specific topics,
participants will gain a better
understanding of their rights and
responsibilities in dealing with
situations which involve human rights.
Specific areas covered are the following:

1) the employer's rights;
2) provisions of the Individual's
    Rights Protection Act;
3) relationship between the Charter of
    Rights and the Individual's Rights
    Protection Act;
4) the process of investigating
    complaints;
5) dealing with physical disabilities;
6) interviews and application forms;
7) sexual harassment.

FOR WHOM

Managers and supervisors who require an
introduction to human rights issues to
assist them in their current work, or for
their career development.

WHEN OFFERED

One-day workshop;

o January 21, 1988, Calgary;

Additional one-day seminars can be
arranged if demand warrants; requests can
be made through RSDC or regional
personnel officer; or through Staff
Development for corporate staff.

IMPLEMENTING SAFETY PRACTICES

DESCRIPTION

This course promotes accident prevention
in the work place. Participants will
understand safety responsibilities and
the application of occupational health
and safety legislation at all levels of
the organization. Identifying accident
causes and hazards at the worksite and
developing strategies for their control
as well as investigating and reporting
occupational accidents will all be
covered. Emphasis is placed on the
importance of preventing accidents and
developing and applying a safety program.

FOR WHOM

Supervisors and managers; workshop can be
tailored to specific needs of the group
(12-25 participants).

WHEN OFFERED

One-day workshop for office supervisors
only;

o October 26, 1987, Edmonton

Also available upon request through
regional and corporate Occupational
Health and Safety liaison persons.

Two-day workshop for shop and field
supervisors only; available on request
through regional and corporate
Occupational Health and Safety liaison
persons.

LEADERSHIP FOR CHANGE

DESCRIPTION

This program enables participants to
understand the many aspects involved in
managing complex change and to apply
various processes to managing change in
their workplace. The dynamics of change;
models and strategies for managing
change; imposed versus initiated change;
and structures and roles to support the
change process will all be examined.
Participants will develop a plan for
application on the job.

FOR WHOM

Managers involved in a current change
project (4-20 participants).

WHEN OFFERED

Two-day workshop plus one-day follow-up;
available on request after November 1987.

PRE-RETIREMENT PLANNING

DESCRIPTION

This program is designed to help
participants plan for the future and a
successful transition into retirement;
assess their own resources, interests,
skills; review lifestyle options; and
identify other sources of information/
advice. Specific topics covered include
pensions, financial and legal concerns,
health and nutrition, housing
alternatives, time utilization, aging and
retirement. This course is offered
through PAO.

FOR WHOM

Employees and managers and their spouses;
it is recommended that the course be
taken within 10-15 years from retirement.
(Please indicate on your application if
your spouse will be attending with you).

WHEN OFFERED

Two-day workshop.

o October 5-6, 1987, Lethbridge
  Time: 9:00 am - 4:30 pm

o October 8-9, 1987, Calgary
  Time: 8:30 am - 4:30 pm

o November 19-20, 1987, Edmonton
  Time: 8:30 am - 4:30 pm

o December 3-4, 1987, Edmonton
  Time: 8:30 am - 4:30 pm

o January 14-15, 1988, Calgary
  Time: 8:30 am - 4:30 pm

o March 10-11, 1988, Edmonton
  Time: 8:30 am - 4:30 pm

Standard Nomination Procedure for PAO
courses to be followed; nominations for
regions to RSDC or regional personnel
officer by August 21, 1987; nominations
from Corporate offices to Staff
Development by August 27, 1987.

COST

$105.00 per government employee. There
will be no extra charge for spouses who
accompany participants. Please indicate
on your application form if your spouse
will be attending the course with you.
This is important for class counts and
department seat allotment.

PROJECT MANAGEMENT

DESCRIPTION

This workshop is specifically designed for Departmental personnel involved in planning and implementing major program and organizational changes using the project management approach. Participants will identify project management issues, understanding the value of project management as a management tool for major work initiatives, and define and describe the project management cycle and its relationship to strategic and operational planning. There will be an opportunity to practice skills required for the planning, implementing, and controlling of projects. The divisional project management system and protocols will be described.

FOR WHOM

Departmental staff who are managing projects or who are to be assigned project management responsibilities (12-25 participants per workshop).

WHEN OFFERED

Three-day workshops.

o January 19-21, 1988, Edmonton
o February 9-11, 1988, Calgary

   Time: 8:30 am - 4:30 pm

Also available on request; can be delivered regionally.

TELEPHONE COMMUNICATIONS (R.I.T.E.)

DESCRIPTION

This workshop is designed to develop participant knowledge of the R.I.T.E. system and to increase participant understanding of the importance of the telephone as a tool for communication. Emphasis given is dependent on needs of specific participant groups (eg: Management, Professional, Clerical). Course topics include giving and receiving messages with greater accuracy; specific techniques for effective telephone use; identifying problems which may arise from improper use of the telephone; speech imperfection and voice quality; information on the R.I.T.E. System and proper use of the System.

FOR WHOM

All Department Staff - Workshop will be tailored to needs of specific participant group (12-25 participants per workshop).

WHEN OFFERED

1/2-day workshop; available on request in Edmonton and Calgary.

Also listed under "Communication Skills".

Self
Instructional
Programs

THE CHILDS ACCOUNT

DESCRIPTION

This is an integrated training program which provides instruction in the use of anatomically correct dolls in the investigation of child sexual abuse through:

1) a videotape, which includes narration and excerpts of interviews between Front-line Child Welfare workers and children; and
2) supplementary manual which further expands the key points addressed in the tapes. Guidelines for the use of the dolls, specific strategies, and additional material are included to increase the effectiveness of this investigative tool.

Specific skills acquired include: determining the need for the use of the dolls; handling the dolls; introducing the dolls to the child and understanding his/her terms for body parts and activities; asking appropriate questions and focusing questions; comforting and affirming the child; and closing the interview.

FOR WHOM

Child protection case workers who investigate allegations of child sexual abuse, casework supervisors, child welfare consultants.

WHEN OFFERED

Available on request from Staff Development.

DELIVERY MODE

1) Train-the-trainer sessions for identified experts who will then train others - supervisor/workshop leader shows video, leads discussion, and presents information in manual and additional handouts. Time is spent desensitizing participants and becoming comfortable with using the dolls in practice/role playing.

2) Self Study - individuals and supervisor or more experienced colleagues view video tape, read and discuss manual, and practice using the dolls through role playing.

SPECIFICATIONS

Video: Color; 24 min; Beta, VHS, 3/4 inch formats.
Manual: 43 pages, 5½" x 8", coilbound.

COURT PROCEDURES TRAINING PROGRAM
(Manual)

DESCRIPTION

A key objective of the Court Procedures
Training Manual is to enhance the
credibility, competence, and confidence
of social workers in their court role.
The manual is designed to assist
supervisors and social workers to
progress through the material at their
own pace and convenience. It can
be used in the office setting
during unit meetings or inservice
sessions. It also serves as a
useful ongoing reference in preparing
for court. Content includes
Department-specific information and
procedures on:

o the child welfare worker's role in
   court;
o case preparation for court;
o participating in a child welfare
   hearing;
o applying for specific court orders;
   and,
o a one-stop reference about court work.

FOR WHOM

Social workers who appear in court.

WHEN OFFERED

Available on request from Staff
Development.

DELIVERY MODE

The manual has been designed to
facilitate learning through educational
settings, workshop and inservice
sessions, coaching situations, and
individual instruction.

THE FREEDOM BOOK (Cessation of Smoking)

DESCRIPTION

This self-help workbook features a
complete step-by-step program to assist
smokers in breaking free from the
cigarette habit. It is based on a
behavior modification approach, and also
includes attitude changes strategies.
The workbook was designed by a
professional Health Education Consultant
who also offers stop smoking programs
through Edmonton hospitals. The book
includes an extensive section on how to
prepare to quit, practical tips on how to
quit "cold turkey", stress and weight
management techniques, and suggestions
for long term maintenance of nonsmoking.
Written and practical "assignments"
throughout the book make this a
"hands-on" guide.

FOR WHOM

For anyone who wants to quit smoking.

COST

$14.95 plus $1.50 postage and handling.
Copies may be ordered by sending a cheque
or money order to:

Judy M. Hancock
Health Education Consultant
P.O. Box 4842, Postal Station E
Edmonton, Alberta T6E 5G7

THE HELPING RELATIONSHIP: BASIC CHILD
INTERVIEWING SKILLS

DESCRIPTION

This training package includes
information and specific instructions for
leading an on-site training session about
how to interview children: the
pre-schooler, school-age child, and the
adolescent. The package contains two
components:

1) a videotape on Basic Child
Interviewing Skills includes interviews
(performed by Department social workers,
a child care worker and child actors)
preceeded by narration, introducing the
technique and principles demonstrated on
the tape. The video not only
demonstrates techniques but models
attitudes of respect for the child.

2) a leader's guide to assist in
designing and leading a half day or one
day session. The material can be adapted
to meet the "trainer's" style and
learning needs of the participants. The
guide includes:

o training objectives and audience;
o group leader's guide with background
  on adult learning, overview of the
  training session, preparation for
  training.;
o lesson plans for suggested learning
  activities;
o discussion questions o role plays;
o sample handouts
o articles on interviewing children and
  child growth and development.

FOR WHOM

Child Welfare Supervisors and District
Office Managers who wish to conduct
on-site training for social workers;
adaptable for use by professionals who
want to enhance their skills in
interviewing children.

WHEN OFFERED

Available on request from Staff
Development.

SPECIFICATIONS

Video: color, 30 minutes
        ½ inch VHS or 3/4 inch Umatic
        Formats.

Manual: 80 pages.

SUICIDE PREVENTION TRAINING:
GROUP FACILITATOR'S GUIDE

DESCRIPTION

This half-day training program and group
facilitator's guide are intended for use
by qualified group leaders who wish to
conduct on-site training for social
workers in suicide prevention. Major
objectives of the course include:

1) Using a video scenario involving a
   counsellor-client interaction, to be
   able to a) identify a variety of
   warning signs or risk factors
   demonstrated by or associated with
   the client and b) make a risk
   assessment based on a consideration
   of these signs.
2) Using the mnemonic SAD CHILDREN
   PLAN, to be able to a) indicate how
   risk factors included in the mnemonic
   (i.e. one for each letter) can be
   used to help identify a person at
   risk and b) complete a risk
   assessment on the client seen in
   the above-mentioned videotape.
3) To be able to identify and discuss
   the various intervention strategies/
   options available for use with
   clients at risk.

The group facilitator's guide will
incorporate everything needed to prepare
for and deliver the training.
Information concerning group process
considerations, setting up the training
area as well as lesson plans, handouts,
background readings and the videotape are
included.

FOR WHOM

Child Welfare workers and others who
potentially come into contact with
suicidal youth.

WHEN OFFERED

Available on request from Staff
Development.

SPECIFICATIONS

Video: Color; 30 min.; VHS; 1/2 inch
format.

WORD PROCESSING SELF-STUDY

DESCRIPTION

This program is designed to teach the participant skills on the IBM 5520 Administrative (word processing) System. The program consists of two courses: Basic and Advanced Operating Procedures, and Basic and Advanced (Data) File Management. The Operating Procedures course consists of 27 modules, including a review module, and covers all text functions. Files training is made up of 6 modules that cover basic and advanced data file management including instruction in multi-level sorting and record selection, working independently, from a self-study training guide, with assistance from experienced operators when required. Participants must have access to an IBM 5520 terminal. Participants may book time at the Word Processing Centre, 6th Floor, SSP, or work locally at their own worksite (if a terminal is available). A certificate is received upon completion of advanced topics in each course.

Basic Operating Procedures (10-20 hours estimated completion time)

o document creation
o formatting
o minor revisions
o printing

Advanced Operating Procedures (17-36 hours estimated completion time)

o letters
o major revisions
o document build
o block functions
o document library functions
o replacing phrases
o page/line numbering
o paginate functions
o margin text
o indented projects
o alignment functions
o typestyle/keyboard change

o document distribution
o dictionary functions
o notes
o printers/devices

Basic Files (10 hours estimated completion time)

o overview of files
o basic file operations
o basic file creation

Advanced Files (20-30 hours estimated completion time)

o advanced file operations
o advanced file creation
o stored procedures

Course can be accessed directly by contacting Carol Althouse, Central Word Processing, or through Staff Development.

Information and Referral

STAFF DEVELOPMENT RESOURCE CENTRE
- CATALOGUE

DESCRIPTION

Staff Development has issued a resource
catalogue to all worksites as of April,
1987. The purpose of this catalogue is
to provide Social Services' staff a
reference that lists all video cassettes,
films, audio cassettes and instructional
kits held by Staff Development. All
resources listed in this catalogue are
available for viewing within the Staff
Development Resource Centre, individually
or in small groups of 4-5 people. In
order to ensure availability it is
recommended that you reserve both the
resource and the Resource Centre at least
one week in advance by contacting Linda
Desaulniers, Resource Coordinator at
427-5949. The Resource Centre is located
at Staff Development on the 6th Floor,
South Tower, Seventh Street Plaza,
10030-107 Street in Edmonton and is open
between 8:15 a.m. and 4:30 p.m., Monday
through Friday. Arrangements may also be
made to preview resources at the
worksite. Materials are available for a
one week period.

Revised editions to the Resource
Catalogue will be issued periodically to
reflect any newly acquired media. Staff
Development welcomes any input of
suggested resources we could investigate
for possible future acquisition.

TRAINING OUTSIDE THE DEPARTMENT

Staff Development personnel are in
constant contact with other government
departments and non-government
organizational and individuals offering
training in areas such as public
administration, financial management,
office administration, stress management,
time management, leadership,
interpersonal communication, program
evaluation, public speaking, computer
operations and effective writing.
If managers and supervisors cannot find
appropriate programs offered through
the Department to meet training needs
which they have identified, Staff
Development will assist them in
obtaining information on other
courses and trainers that could address
such needs.

Career Development

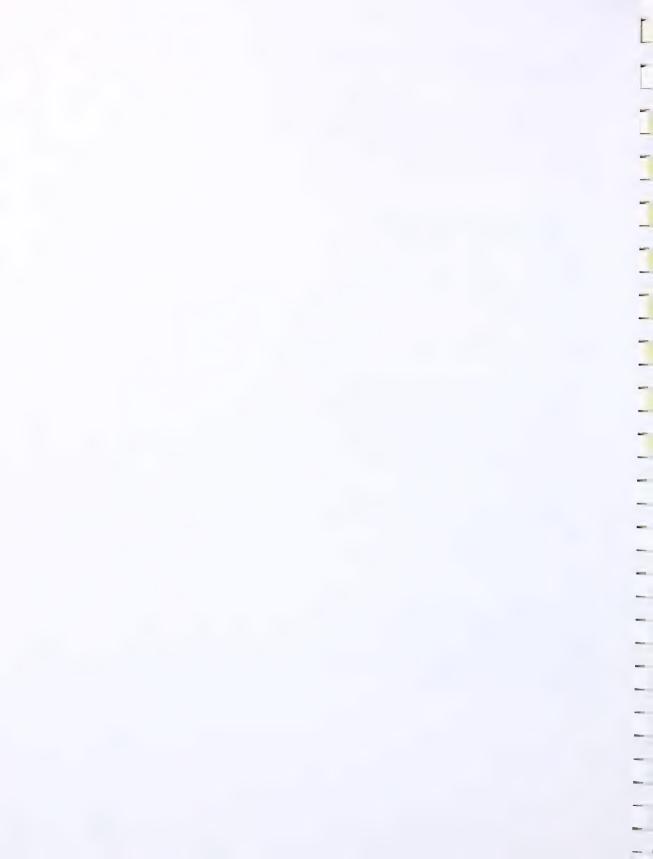## CAREER PLANNING CENTRE FOR ALBERTA PUBLIC SERVICE EMPLOYEES

In collaboration with the Department of Career Development and Employment, PAO has established a Career Planning Centre, within the Personnel Planning and Career Development Branch, as a service to employees. The purpose of the Centre is to:

a) Supplement the career planning assistance currently provided to employees within their own department; and,
b) Provide information and resources to personnel practitioners involved in providing career planning assistance to employees.

Services currently available through the Career Planning Centre are:

a) Provision of career planning assistance to individual employees. Appointments for this service can be made by contacting Pamela Holms at 422-4282. Employees will be assisted in examining career options, in researching these options and in making decisions and action planning;
b) Provision of custom design training programs for departments in the area of career planning; and,
c) Provision of advice and information on career planning for personnel practitioners.

Over the next year the services of the Career Planning Centre will be expanded to include a series of noon-hour career planning modules for employees to access on a "drop-in" basis as well as a series of correspondence modules for employees located outside of Edmonton.

Extended Faculty

EXTENDED FACULTY

The Role of Extended Faculty
Training is delivered through the use
of a variety of resources. Members of
Staff Development are involved in the
delivery, coordination and monitoring
of programs. The Department, however,
realizes the vast pool of expertise
that it holds in its own program and
delivery staff. To utilize this
knowledge, number of selected staff
members are released on a part-time
basis from their regular functions
to design and deliver Department
training. The Department also draws
on a variety of professionals in
other government departments and
community agencies.

How to Become Extended Faculty
If you would like to become an extended
faculty, contact Staff Development to
discuss opportunities for training,
specific time commitments, skills and
knowledge needed as an instructor, and
the orientation and training that would
be provided to you. If there is then
mutual interest by yourself and Staff
Development for you to become an extended
faculty, consultation with your manager
or supervisor would follow regarding the
ability and willingness to integrate
training with your other job functions
and responsibilities.

Staff Development provides a number of
supports to ensure extended faculty can
be successful in their training
activities:

o Training-for-trainer sessions that
  cover adult learning principles,
  understanding and utilizing group
  dynamics, instructional techniques,
  audio-visual aids, and practice
  presentations with feedback from
  experienced trainers.
o Opportunities to audit relevant
  courses.
o Provision of comprehensive training
  manuals for a given course.
o Ongoing coaching by Staff Development
  personnel responsible for coordinating
  specific training programs.

o Meetings with training teams to
  discuss course content and techniques
  for delivery.

The following is a list of extended
faculty currently training in courses
listed in this calendar:

ALBERTA SOCIAL SERVICES

Althouse, Carol
Manager, Word Processing
Administrative Services Edmonton, Alberta

Ashton, Judy,
Client Assessment and Treatment Team
Alberta Place District
Office Calgary, Alberta

Cartwright, Bob
Safety Officer Human Resources
Edmonton, Alberta

Cunes, Bill
Client Assessment and Treatment Team
Alberta Place District Office
Calgary, Alberta

Dau, Jim
Media Relations Specialist
Minister's Office
Edmonton, Alberta

Dearden, James
Assistant D.O. Manager
Slave Lake District Office
Slave Lake, Alberta

Downey, Lorna
Child Welfare Caseworker
St. Albert District Office
St. Albert, Alberta

Finkelberg, Harvey
Coordinator Client Assessment and
Treatment Team
Alberta Place District Office
Calgary, Alberta

Gibot, Ruby
Child Welfare Caseworker
Rocky Mountain House District Office
Rocky Mountain House, Alberta

Gironella, Dr. Oliva
Assistant Director, Receiving
Yellowhead Youth Centre
Edmonton, Alberta

Hansen, Chris
Child Welfare Caseworker
Rocky Mountain House District Office
Rocky Mountain House, Alberta

Killoran, Mike
Manuals and Directives
Analyst Records Services
Edmonton, Alberta

Kessler, Sue
Coordinator, Project Management Services
Edmonton, Alberta

Latiff, Amanda
Casework Supervisor
Plaza 14 District Office
Calgary, Alberta
Lewis, Ruth

Chairperson Planning Assessment
Review Committee
Plaza 14 District Office
Calgary, Alberta

Maher, David
Child Welfare Consultant
Emergency Social Services
Edmonton, Alberta

Massiah, Elizabeth
Casework Supervisor
Whyte Avenue District Office
Edmonton, Alberta

McGuire, John
Director, Information Management Services
Information Resource Management
Edmonton, Alberta

Morris, Wes
Casework Supervisor
Plaza 14 District Office
Calgary, Alberta

Ouellet, Richard
Casework Supervisor
Centennial Mall District Office
Edmonton, Alberta

Rinehart, Kathy
Casework Supervisor
Plaza 14 District Office
Calgary, Alberta

Rolfe, David
Child Welfare Program Specialist
Regional Director's Office
Central Region
Innisfail, Alberta

Sandhurst, Lowyne
Emergency Caseworker
Emergency Social Services
Edmonton, Alberta

Schnell, Ken
Director, Yellowhead Youth Centre
Edmonton, Alberta

Setterlund, Carolyn
Child Welfare Consultant
Emergency Social Services
Edmonton, Alberta

Shepherd, Doug
Community Relations Officer
Regional Director's Office
South Region
Coaldale, Alberta

Sheppard, Craig
Program Manager
Children's Services
Alberta Place District Office
Calgary, Alberta

Stonehouse, Ron
Coordinator, Records Systems
Records Services
Edmonton, Alberta

Switzer, Dennis
Assistant D.O. Manager
Willow Park District Office
Calgary, Alberta

Thompson, Dick
Assistant D.O. Manager
Plaza 14 District Office
Calgary, Alberta

Versaevel, Catrina
Executive Director, Management Services
Edmonton Alberta

Webb, Sharon
Casework Supervisor
Centennial Mall District Office
Edmonton, Alberta

Wellings, Dave
Child Abuse Prevention Coordinator
Alberta Place District Office
Calgary, Alberta

Wuchterl, Val
Child Welfare Caseworker
Millwoods District Office
Edmonton, Alberta

OTHER GOVERNMENT DEPARTMENTS AND COMMUNITY AGENCIES

Bakker, Anita Supervisor
Edmonton R.I.T.E.
Public Affairs Bureau
Edmonton, Alberta

Beach, Bill
AADAC Community Education
Edmonton, Alberta

Craddock, Robert
Training and Development Unit
Personnel Administration Office
Edmonton, Alberta

Hunter, Hope
AADAC Training Programs
Edmonton, Alberta

Lavers, Alyson
Director, Parent Aide Program
Family Service Association
Edmonton, Alberta

McDermott, Nancy
Education Officer,
Calgary Regional Office
Alberta Human Rights Commission
Calgary, Alberta

O'Brien, Karen
Training and Development
Unit Personnel Administration Office
Edmonton, Alberta

Rausch, Carl
Consultant Family and Community Support
Services Community and Occupational Health
Lethbridge, Alberta

St. Arnaud, Denis
Regional Director
(Northern) Edmonton Regional Office
Alberta Human Rights Commission
Edmonton, Alberta

CONTRACT RESOURCES

The Department also contracts with a variety of external professionals to deliver training. The following individuals deliver courses listed in this calendar.

Baker, Linda
Baker Black Psychological Services
Edmonton, Alberta

Berube, Pierre
Sherwood Park, Alberta

Brayton, Gary
Calgary, Alberta

Brummitt, Dr. Jack
Alberta Children's Hospital
Calgary, Alberta

Dunnigan, Neil
Professional Martial Arts Instructor
Neil Dunnigan's Karate-Do
Edmonton, Alberta

Fox, Arnold
Health Administrator
Department of Health Blood Tribe
Standoff, Alberta

Golosky, Amanda
Native Counselling Services of Alberta
Edmonton, Alberta

Graham, Carol
Graham, Hagel Barristers and Solicitors
Calgary, Alberta

Hudson, Esther
Performance Management Institute
Edmonton, Alberta

Morin, Ruth
Nechi Centre
Edmonton, Alberta

Irvine, David
Lethbridge, Alberta

Nault, Phyllis
c/o Neechi Centre
Edmonton, Alberta

Parry, Allan
Abingdon Consultants
Edmonton, Alberta

Paton, Dr. T.J.
Local Board of Health
Edmonton, Alberta

Podlubny, Linda
St. Albert, Alberta

Riediger, Dr. A.J.
Forensic Assessment and Community Services
Edmonton, Alberta

Wolfe, Pearl
Grande Prairie, Alberta

Wurmann, Wiedman, Egan & Associates, Ltd.
Professional Social Work Services
Edmonton, Alberta

Appendices

APPENDIX A

LEARNING CONTRACT

Guide to Contract Completion

The learning contract is a tool used by a supervisor and employee to help ensure the effective use of the time, resources, and finances involved in the training process. Once a supervisor and employee identify an area for personal and/or professional development there is a five-step process that should be followed to achieve the maximum benefit from a training activity. This learning contract covers four of the five steps, these being:

A. Identified Need
B. Learning Objectives
C. Training and Development Activity Selection
D. On-the-Job Application

The fifth step is follow-up which is done by the supervisor and employee six to twelve weeks after the training program.

This learning contract should be jointly discussed and completed by the supervisor and employee in order to focus their attention on a common understanding of needs and areas of responsibilities.

A. Identified Need

This can be initially determined by the supervisor and/or the employee and is jointly agreed upon prior to any training activity being started. Identified training needs can result from a variety of on-the-job circumstances such as:

i) An employee or supervisor may recognize the need for continuing education and personal development that may involve knowledge or skills development.
ii) A job is changing and an employee will be required to develop a new skill or acquire a new knowledge base.
iii) An employee is taking on new job responsibilities and will require knowledge or skills updating, acquisition or development.
iv) an employee's performance is not meeting the standards of the unit and there is a requirement for additional training to improve the level of performance.

The identified need should be determined during the employee's performance appraisal and should be noted on the M.P.A.S. or E.P.A.S. form. It is recognized that training needs do surface between appraisals and these should be documented as they arise. A learning contract also should be completed at this time.

Note: This section requires the supervisor and employee to answer the question ...
What knowledge or skills are required/desired for the employee to more effectively do the job?

Example:

John/Susan needs to lean how to run a staff meeting in order to:
i) coordinate the efforts of the work unit.
ii) give and review information to/from the unit at one time

B. Learning Objectives

These are jointly identified and developed from the learning needs. These specify skill levels and actions an employee will demonstrate as a result of the training and subsequent follow-up.

A learning objective is clear, specific, measurable and achieveable. It does not use words or statements that are generalizations. A learning objective should be written in such a manner that when it is being achieved by the employee it is visible in some form of on-the-job behavior.

Note: This section requires the supervisor and employee to answer the question:

What will the employee be able to do upon completion of the learning/development activity?

Example:

John/Susan will be able to:

i) prepare an agenda
ii) prepare staff meeting minutes that show:
   a. areas discussed
   b. recommendations
   c. who is responsible for action
   d. time frames for action
iii) include all staff members in discussions and decisions during the meetings.

Objectives Agreed Upon: Date   _____

_____   _____
Employee   Supervisor

C. Training and Development Activity or Course Proposed

This is selected as a result of identifying the learning needs and objectives. Once the first two steps have been completed these will help direct both the supervisor and employee to select the strategy that best meets the timing, resources available, learning needs and applications of training.

This may include a number of activities that can be jointly decided upon such as: the reading of a book or manual and a number of on-the-job practice sessions.

Note: This section requires the exact name of courses, conferences workshops, manuals, apprenticeship programs.

Example:

Meeting Skills

D. On the Job Application of Learning

This is the critical section of the learning contract as it outlines what responsibilities the supervisor and employee will take to ensure the use of the learning skills at the work place.

Note: The typical one-day to two-day training activities undertaken by employees require them to practice skills and use their knowledge in order to master it for on-the-job use. Training/Development does not end when the book or manual has been read, or the course is over. Supervisors and employees should include time frames that incorporate learning and practice time for mastery of a skill area and subsequent incorporation into the work habits of the employee.

1. The employee will take the learning contract to the training activity and will complete this section at the end of the course.
2. The supervisor will review and complete this section of the learning contract after the training activity indicating what specific opportunities and actions he/she will take to ensure the on-the-job application of learning.

Note: This section requires the supervisor and employee to answer the questions:

Employee: D(1) What action(s) will I take to apply this learning to the work place?

Example:

i) I will review with my supervisor the agendas and meeting minutes of my next four staff meetings.
ii) I will make note of the contributions employees make to staff meetings and specifically ask for input from non-participants.
iii) I will ask at the close of each discussion "Has everybody had a chance to give their thoughts on this area?".
iv) I will write minutes that will show areas discussed, content, recommendations, decisions, who is responsible, and time lines for completion.

Supervisor: D(2) What opportunities will I provide or actions will I take to help ensure that my employee will apply the knowledge or skill(s) at the work place?

Example:

For the next four staff meetings John/Susan holds I will...

i) review and discuss the agendas and meeting minutes prior to circulation.
ii) discuss and provide strategies for including staff comments and commitment in staff meetings. I will substantially review the results with John/Susan.
iii) review and discuss the results of the actions taken.

ALBERTA LEARNING CONTRACT

PAO 114 (11/82)

PLEASE PRINT

NOTE: **Sections A, B, and C** should be completed prior to seeking approval for the training and development proposal. This will assist the employee and Supervisor to identify knowledge or skill deficiencies and plan accordingly. **Section D(1)** is to be completed at the end of the learning experience. **Section D(2)** is to be completed when employee completes the training/development activity.

_____   _____
Employee   Supervisor

A.   IDENTIFIED NEED
(Describe the learning need in terms of knowledge, skills desired.)

B.   LEARNING OBJECTIVES
(Upon completion of the learning/development activity the employee will be able to:)

Objectives Agreed Upon:_____
                                            Date

_____   _____
Employee   Supervisor

C. TRAINING AND DEVELOPMENT ACTIVITY OR COURSE PROPOSED

D. ON THE JOB APPLICATION OF LEARNING
(Describe the actions which will be taken to ensure use of the learning at the work place).

1. Action by the employee:

2. Action by the supervisor:

Actions Agreed Upon:_____
Date

_____   _____
Employee   Supervisor

APPENDIX B

Occupational Health and Safety
Liaison Officers

Bruce Anderson, Northwest Region
Keith Allenby, Northwest Region
Diane Dunn, Edmonton Region
Julie Turlock, Eric Cormack Centre
Judy Samuels, Resources for the
    Dependent Handicapped
Mike Mackie, Central Region and Michener
    Centre
Carol Illingworth, Calgary Region
Gail Clark, Baker Centre
Ron Meidahl, South Region
Paul Clarke, Headquarters
Yolanda Stojack, Headquarters